

The Communicator

VOL. VII, NO. 3

COMMUNITY COLLEGE OF PHILADELPHIA

3, MARCH, 1972

EDITORIAL

By reading the following Editorial you will probably note that the problems that we have at C.C.P. are not unique. By changing some words and substituting CCP for CCB you would think that one of the Communicator staff wrote it. But since we didn't I would like to thank Ed Sim, editor-in-chief of the College Crier of the Community College of Baltimore.

A NEW CATALOG

For many students CCB represents a microcosm of the "real" world, full of contradictions, inequalities and paradoxes. Education at CCB begins with Dehumanization 101 (registration) and culminates with Frustration 206 (unemployment).

During a student's education at CCB "farce, intimidation, frustrations" become familiar vernacular.

He experiences a wide spectrum of emotions, and consequently discovers the realities of institutional education. Although the following courses aren't listed in the college catalog, their existence can hardly be denied.

Orientation 101 will begin with the Dehumanization of the individual through insensitive bureaucratic hasseling and will deal with some of the more recognizable college inequities. The student will be able to identify CCB as a predominantly Black school with only a handful of Black instructors. In addition, the student will study Curriculum Segregation, e.g., the Occupational Therapy and Dental Hygiene programs that are 80% White. After completion of Part II of Orientation, the student will be able to acknowledge which curriculums accept the Open Admissions Policy and which do not.

Intimidation 101 will also be taken during the students' first semester at CCB. Through this Intimidation course students will learn that the No-Cut System applies only to teachers who choose to recognize it. In addition, he will be victimized by arbitrary and capricious grading, and consequently, be encourage to withdraw.

Discrimination 201 will be offered only to sophomore students who consciously accept the separate (and unequal) dining and restroom facilities for staff and students. Students who enroll in D. 201 will experience and accept all aspects of their second class citizenship.

Discrimination 202 will be offered only to Honor Students of Discrimination 201 who have received at least one student parking ticket. This course will include an extensive seminar on Guaranteed Parking Spaces for faculty and will include special-guest lectures by administrators on "illegal parking for us." In addition, a general discussion on "why aren't staff-cars ticketed" will be included.

Farce 201-202 will consist of a comprehensive study of a democratic society with institutional monarchism. Also, students will study their fragmentation and the resulting political impotence.

Frustration 204 will study dehumanization processes via computerization in extensive detail. Students will be tested for psychological tolerances and will experience the realistic turmoil and tension of receiving a "D" for a course through a computer mistake.

Anxiety 201 will be offered only to second semester sophomores who are planning to graduate. Students will spend a large amount of time doing field work in job-hunting and will study the consequences of being trained for an antiquated job.

Frustration 206 will be offered as a graduate course and will study the effects of unemployment on CCB grads. In addition, emphasis will be placed on budget frugality so that former students will be able to survive on welfare allotments.

The above course descriptions should not be regarded as limitations of the injustices to which students are subjugated, but rather, as a synopsis of "CCB Policy."

—E.S.

DRAFT COUNSELING

It is sometimes staggering to discover the number of students in this school who are unaware of the services available to them. One of these services, which may smooth the wrinkles off many a fear-faced young man, is draft counseling. Any questions that anyone (not only Community College students) has regarding the draft, military classification, deferment status, options or any other problem concerning the draft, can be answered

by any one of the six faculty draft counselors available.

Although with the present lottery system most people know "whether they are coming or going," there are many who would probably benefit by conferring with one of these counselors. The counselors at the college are Alexander Russell (room M-14), Jim Booth (room 836), Henry Simon (room M-2), William Wood (room M-14), Frank Wright (room

209A), and Luke Russell. If any student is interested in becoming a draft counselor, you can contact Alexander Russell and he will supply the necessary information.

If you know where you stand on the issues of the war and pacifism, and you need help, you can also contact Resistance, 10 S. 13th St. (if you are opposed to this war) or CCCO, Citizen's Committee for Conscientious Objectors, 2016 Walnut St.

... and the Projectors Rattle

By FRANK NESKO

In a school consisting largely of colorless walls and windowless rooms, an opportunity for exposure to art—in any form—is to be relished.

Whether it be mini art exhibits on the seventh floor or a film festival in the Annex, we can not afford to abuse what little we have. And it IS little.

That's why it is particularly upsetting to hear of the goings-on over in the Annex auditorium at the Tuesday and Wednesday film screenings.

Technically, there are several problems: the acoustics are poor, the sound system is faulty, the projectionists are unskilled . . . and the projectors rattle.

On the plus side, the movie screen is white.

But, even though the flaws presently outweigh the attributes, they stand as undesirable but tolerable problems.

It is understandable that situations like these can arise. And we can, at least, hope that trial, error and finance will shortly rectify the situations.

But one unnerving problem that can not be overlooked so easily is the audience itself.

In addition to the technical problems, there are certain unconcerned members of the crowd that never fail to talk, carry on, play radios and walk around the auditorium during the shows, selfishly disturbing those who have come for cinematic entertainment.

In the light of this, we have to ask two questions: Why does this happen, and what can be done about it?

The reason for these cheap pockets of uproar seems relatively clear. One only has to look at the films on the CCP schedule and observe the results they have obtained.

Recently, Luchino Visconti's "THE DAMNED," as shown at CCP, was a fiasco. Stanley Kubrick's "2001: A SPACE ODYSSEY" and, to a lesser degree, Mike Nichols' "WHO'S AFRAID OF VIRGINIA WOOLF?" fared no better. This, despite the fact that these films are generally regarded as masterpieces.

One important thing that these films had in common was their sophistication and intelligence—two seemingly unknown commodities to certain CCP filmgoers.

The depth, the beauty and the importance of the films, lost on some of the students, results in the ultimate destruction of effect on the mass audience.

The solution to this problem requires some serious thought on the part of those responsible for the screenings: a clarification of goals.

Is the goal of the CCP film series to be a serious study of the cinematic form as art, or is it simply a mindless emulation of other college's festivals?

Is the series aiming for mass

pacification of students, or an entertaining, informative production?

If appreciation of the film is set as the goal (hopefully, it will be), there must be some restraint placed upon this crowd intent on disrupting the screenings.

Supervision (in the form of bouncers) should be arranged for all film screenings. And, before the complaint is made that this would be an infringement of student rights, let it be considered in the light of an insurance for our rights of artistic appreciation.

But, if the only goal of the film series is to be appeasement of the masses, then I earnestly suggest that no more films of merit be screened in the CCP Annex.

To allow excessive talking and carrying-on during a Visconti or a Kubrick film is in many ways equitable with sticking chewing gum on the Mona Lisa's nose.

If the CCP student body does indeed consist of the "undereducated constituency in Philadelphia," as the Bulletin has written, then put up no pretext of sophistication.

If no step will be taken to restrain the "undereducated" minorities in the audience, then why not stage cartoon festivals or place a TV set on the Annex stage. No doubt, THAT will tranquilize.

Embarrassing? Yes. Almost as embarrassing as the situation at hand.

If you're interested in the future and the success of the CCP film series, then please make your comments known. A visit or even a short note to Mr. Henry Varlack in the Annex will help rectify the situation.

If that doesn't work, there's always the Temple film series . . . or the Late Show.

TO ALL FILMAKERS

If you have ever made a film
Or know someone who has

PLEASE SEND NAME,
ADDRESS AND
TELEPHONE NUMBER

TO
THE SHADOW

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C.C.P. Student Film Festival
In The Spring!!!

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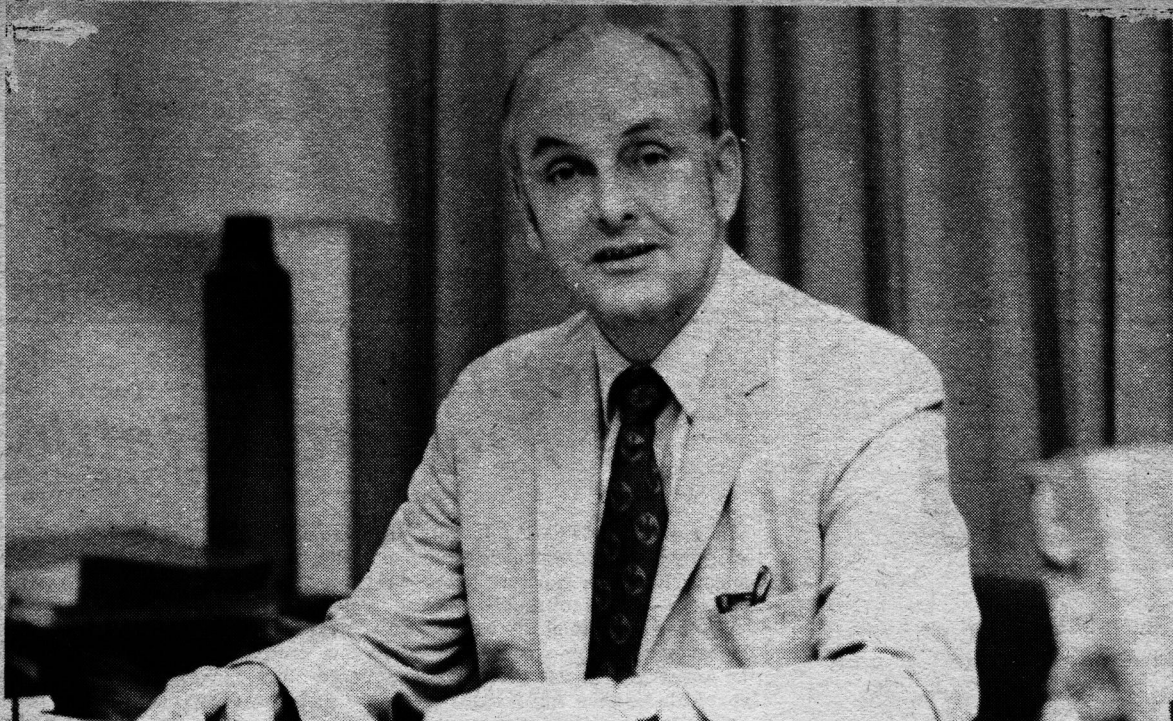
The College has received a letter from Robert B. Nicholas, Special Asst. Attorney General of Pa., calling our attention to the fact that some college-connected people may be illegally soliciting at CCP for participation in Koscot Interplanetary, Dare to be Great, or Glenn W. Turner Enterprises.

These companies are presently under court injunction, having been found guilty of violation of the Unfair Trade Practices and Consumer Protection Law. They have been prohibited specifically from issuing false and misleading statements from exaggerated statements of income potential, and from "referral selling."

Referral selling is a new wrinkle on the old chain letter device, but, in some respects, even more vicious and

misleading. An investor is invited to participate in a distributing system by investing and becoming a franchisee of a particular product: Koscot involves cosmetics; Dare to be Great a motivational course. The new franchisee is given the opportunity to recoup his investment and make additional money by bringing new investors into the distributional system. The original distributor receives as a bonus a substantial part of the new investor's money.

The Attorney General's office states as its opinion "that individuals who invest in any of the above companies and sell distributorships or commit other acts in violation of the provisions of the injunction are individually liable for violation of any injunction."



THE INVISIBLE MAN

By YUSSEF EI-HAKIM

Students of Community College have you seen our school's invisible man? This article begins with such a far-out question for a very basic reason. The invisible man I'm talking about is the Dean, Dr. Sherwood. Think for one moment about the Dean; can you pick him out of a crowd if you saw him? If you can say yes to that question you are among the very few. Most students could not tell you his name. To be perfectly frank, before I decided to take this assignment, I knew no more about the Dean than the average student here. My basic purpose in writing this article is to make this man who is totally invisible to the majority of students in this school "see-able." The reason that this must be done is because this man, by virtue of his position, affects the lives of this school's students to such a significant degree that he must be made visible.

The interview with Community College's invisible man (Dean Sherwood) was more a study of conflict than a straight forward interview. It was a friendly conflict but conflict never the less. The conflict was basically because of our differences over the student teacher role, in school and the classroom.

My impression of Dean Sherwood during the interview was favorable. He seems to be a warm and friendly human being. But according to my

beliefs he has a very faulty attitude. The Dean is a prime example of the pseudo-liberal and parental attitude that prevades the institutions that control how we learn and what we learn. It is this attitude that is sending this country's educational system crashing down in decay.

I must admit to the reader of this article that I view his attitude through the lines of my own personal prejudices. I make that statement so as not to mislead the reader into thinking I am writing from an objective view point. I am writing from a view point that is radical in so far as student-teacher relationships are concerned. I am one of many who think the role of the teacher vs. the role of the student must and will change if education is really what we want in this country. No longer can I tolerate the notion that the student must be in an inferior position and the teacher in a superior one. I am a firm believer in the right of students to have a voice in setting up the courses that they must study for their various curriculums, that is equal to that of administrators and faculty.

Dean Sherwood does not share my view, when asked his opinion of students evaluating teachers he made a very interesting statement in the course of his answer. The statement was this and I quote, "I think they

should give in-put (They being us students) but I can't see any justification for thinking that they should have equal voice, if they were as smart as the teachers they don't need to be here." He seems to think that even though today's students are by far the most learned young people in the history of the world and are of the age group that fights and dies in this country's wars, lack the basic common sense and intelligence that makes for maturity. And we are smart enough to have a voice in the decision making that affects our lives. I completely reject that attitude as false and totally out of line with reality.

I challenge Dean Sherwood to change his view of students to a more realistic one. I also challenge him to make himself more available to the student body. The Dean made a statement to the affect that it was very easy for a student to see him. But even if what the Dean said was true, he has a duty to seek out students and cease to be the invisible man, it is not just his duty, it is his job. He should realize that because of his position the vast majority of students who would want to approach him would hesitate, too. If he is truly interested in the students of this school and their needs, he must stop waiting for the students to come to him.

SOUNDING BOARD

The staff of the Communicator has once again gone to the student body to ask what is on their mind. This week the question posed was—"What do you think could make C.C.P. a better institution?"

CURTIS WILLIAMS—Move to a bigger building because we the students need more room for more activities and a study hall.

DONNA MARIA KIRBY—I feel there should be more tutorial programs set up to aid the students, especially for those who have English as a second language.

CHERYL RENEE STEVENSON — There are two factors which should be dealt with to improve this institution. First of all, I feel there should be a common bond between the black-and white-students because they are growing further apart. Secondly, I feel that lunchroom facilities should be changed so there would be hot platters. Also, the prices of food should be lowered to the minimum because the

majority of students here do not work and can barely afford to go to school.

SPY — I believe if class times were chosen by each student then the student would have more time for himself.

FRANK BILOTTI—A quiet place to study!

FRANCIS P. MITCHELL—More and better courses in broader fields of study, Campus Parking lot!

LOUIS MOORE—A student in this college, in general, must work, attend classes, do home study and work, eat (3 times) and sleep all in the same 24 hour span. To make this job easier it would help if the student could have more say in times and courses. Also in the course of my learning I have found that apart from subject matter taught, there is the influence of the teacher's personality. There is in the course of events, times when personalities clash. To avoid the influence of conflicting personalities a student should be able to change teachers.



QUIXOTE

In-and out of print

BOOKS

for Children and Scholars

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ALL in THE Community!



Big Al it says here in the student hand book, pg. 36 under FIRE ARMS: "Fire arms or other weapons are strictly forbidden on campus. Possession of such weapons will result in expulsion from the College." So Big AL the next time I see a police officer going to a law-informent class wearing his pisbl, I'll take his badge number and turn him in. ok?

By Bob Braunstein



MORAL: DON'T QUESTION BIG AL



The Communicator

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The Building of the N.X.

By NED WILLIAMS

Here continueth the Chronicle of the College, as set down by the scribe of the tribe.

And it came to pass that in the City of Brotherly Love certain wisemen and great leaders banded together, and they spake among themselves, saying:

"Lo, let us build a College for the youth of the City, that they may come be learned thereat. And we shall create for them many things they can study, and many things that they can learn, and they shall become wise and great and happy."

So all the people rejoiced and built themselves a College that was called Community, and many youths and maidens came thereto and became learned and wise and happy. And the fame of the College that is called Community grew.

So from all parts of the City did the students come, and they increased and multiplied and waxed strong and vigorous and caused a population explosion.

And in the fourth year after the building of the College there did come so many to be learned that they sore overtaxed the limits of Snellenbergs, and they were crowded in upon one another like unto sardines, and they lifted up their voices and wept and complained, saying:

"Behold, we would become learned, but there is no room for us to learn; and we have no place to sit, and no place to stand, and no place to play at games of chance. Yea, verily, we lack amenities, even unto the smallest pool table, and we are unhappy."

Then gathered together the wisest men of the City, even those that had the governance of the College in their charge, and they went unto the Fathers of the City, and pled with them, and besought from them the wherewithal that they might build them an NX; for, as they said:

"Our numbers grow, and now we must bar from our doors many that would come to seek knowledge. And soon shall they become voters, and if they have not the space to study, lo! they may visit their wrath upon the Fathers of the City and cast on them the curse of non-re-election (which is like unto poverty and leprosy combined). So give us, we pray, the shekels that we may expand withal."

Therefore, the Fathers of the City took council, and they promised unto the wise men many talents of silver and gold. And the wise men took the talents unto the heirs of Girard, who held the ground and the buildings, and they gave them the gold and silver and

begged for more room for an NX.

Then the heirs of Girard looked at the gold and silver and sniffed, saying: "It is not much, but we shall take it."

And the heirs of Girard called unto them architects and builders and those who work with their hands, and the assembled and made many charts and plans and laid out the work to be done.

But when the task was started, lo there arose disputes and altercation and errors, and the NX was like unto the Tower of Babel. Then quarreled the laboring men with their masters, crying "Give us more money!" and the masters answered saying, "Nay ye have sufficient. If we give more unto you, we shall not have the wherewithal to run our Cadillacs whereas ye will be riding in Lincolns. And the work ceased.

But after many days, they agreed again, and the work recommenced wherat all the College rejoiced and was exceedingly glad.

But anon more troubles arose, the men who had made the plan accorded not with them that did the work, and from the City came divers skilled men who looked at what had been done and said, "Nay, this goeth not by the Book. Do it over!" So the did, and great was the delay and the confusion.

Then came the students to them that had the rule over the College, and they lifted up their voices and their fists, crying out, "Verily, we have been sold down the river! Ye have promised us room, and we get none; ye have pledged us space, and we are crowded we asked for a ping-pong table and receive not even tidily winks!"

And the scribes among the student hastened to their papers and wrote angrily, and laid into them that rule the College, making them feel like unto two bits and a nickel. And everyone was grieved and sore annoyed.

But finally came a day when all the workers gathered together and announced to the College: "It is finished!" Then arose a shout from the multitude that raised the hat of the statue that standeth on the top of the Hall of The City and great was the rejoicing.

Then gathered each student unto his cards and his girlfriend and his guitar and his textbooks and his cigarettes, and he made the long journey into the NX that had been prepared, and he settled down, each man under his own vine and fig tree and there he abode the length of his days. Selah!

Editor: The Communicator

Dear Sir:

Concerning the moratorium and the "God-help-them" tactics which are to follow the moratorium, we should like to pose these questions to Frank Rizzo:

What is a policeman going to look for in identifying a gang member? Is he going to check out his dress, his walk, or the color of his skin? We do not accept the statement that you have a list of all the gangs in the city and the names of all the members. We believe you have given the number of 60 odd gangs in the city. There are more than that in the black community alone. We resent your implication that the majority of gangs in the city is black when in reality, the majority of gangs is white.

When will the corruption of the Police Department end? We feel that in the process of ridding our streets of these so-called gang members, the policeman will simply replace the gang members as a threat to the security of the Black community. Since you have given us a date for the gang members moratorium to end, give us a date or the policemen's free-for-all to end. We are sure that the police will use your attitude toward the gang members to over-extend their present law enforcement powers and abuse even more basic rights of Black people to defend themselves.

According to Article 2 of the Bill of Rights of the Constitution of the United States, we have the right to self-defense. We feel that your program destroys this right, because when one walks the streets of America, there is a desperate need for self defense.

You have stated that your officers would fight hand to hand with any supposed "law breakers." How can you logically presume that any man equipped with a .38 (357M), a Billy club, a black jack, and possibly a knife would even consider resorting to hand to hand combat?

We understand you have offered to our community the services of your Commission on Youth to help any Black Organization work with the gang problem. We hereby accept that offer.

How could you consider attacking the surface of the problem, which is the unfortunate killings of Blacks by Blacks and the destruction of the community in which we dwell, without dealing with the roots of the problem, which are bad housing, a poor educational system, unemployment, an abundance of illegal drugs, and a corrupt police force.

How could you consider having a Bicentennial, when the needs of the inner city far exceed the needs of the nation to have a birthday party?.

Respectfully awaiting your reply,
Black Student League
of Community College of Philadelphia

THE SELLING OF THE PRESIDENT

By FRANK NESKO

The open stage is a mass of floodlights, electric cables and television cameras.

Electricians fidget with last-minute lighting changes and microphone test calls mingle with technical jargon.

An audience "warmer upper" bounces up on stage, unleashing a barrage of simple-minded jokes and patter.

He flutters his hands together, cajoling us to applaud, and contorts his face in reaction to questions, encouraging laughter, approval.

So "THE SELLING OF THE PRESIDENT" begins. Its audience, treated like veteran TV gapers, becomes a microcosm of the American audience (i.e. the American vote).

The results are sometimes demeaning—sometimes compelling: like Pavlov's dogs we are trained to salivate at the drop of a name—George Mason.

Adapted quite freely from Joe McGinniss' study of the 1968 Nixon campaign, the play is set in the future: election year 1976.

George Mason, a fictitious governor of Nebraska, has won his party's presidential nomination at show start.

From there, his campaign trail leads not to the people, but to the CBS network studios, where he will remain until election night.

Mason is housed in a specially-built apartment in the studio, while his "image" is shaped and presented to the public through a series of agency-produced specials and commercials.

He is presented as all things to all people: a liberal, conservative, a negro, a hard hat, a sex symbol... all via his 60-second spots (with which the musical abounds).

In retrospect, "THE SELLING OF THE PRESIDENT" seems more closely related to Packard's "Hidden Persuaders" than to the McGinniss book. And this is one of the show's main problems: it seems uncertain of its aim; its tactics and at times, its own origin.

In telling the story of the media-made president, the script runs from drama to comedy to satire to musical without pause and without concentration on any one style.

There is a constant assault of filmed interludes and slides, interspersed with commercial jingle tunes and incidental songs that suddenly explode out of the wings (in the form of a talented group of singers.)

One moment, it offers light comedy, the next we are beaten over the head with an overproduced, seemingly endless musical number (one song, "He's a Man," should be retitled "Song without End").

This, evidently, is to remind us that "PRESIDENT" is a musical.

As a straight comedy, the show is not funny. "PRESIDENT" takes the manure of present-day campaign tactics, rubs our noses in it and expects us to laugh.

But when the comedy broadens to satire, as it occasionally does, there are valid points made and laughs scored.

With tightening and re-writing, then, "PRESIDENT" could very well be something big, but there is a lot to be done.

Many of the previously-mentioned songs could stand shortening or deletion. And the filmed interludes, while well done and granted as necessary, seem oddly out of place when presented in such bulk on the stage.

Telephone interviews with the candidate are pointlessly pictured on celluloid, and some commercials for Terminex are suspiciously present.

The script needs a definite point of view, with satire seeming its best bet.

Finally, the cast is uniformly good with Pat Hingle as Mason, Karen Morrow and Tim Noble standing out. Robert H. Livingston directs.

"THE SELLING OF THE PRESIDENT" is worth a viewing. Maybe even two. But first, the musical has to decide who it's selling ITSELF to.

JACKSON BROWNE

By MARTIN BLAIR

"Jackson Browne" (Asylum Records) has made an uncompromisingly formidable debut album, a record geared to present this young singer-songwriter in several stages of operation, most of them good and all of them quite listenable and interesting.

Although his style might be linked to Neil Young or Davie Crosby "who is all over this album," Browne has a sense of individuality which should prove interesting in later developments. Much in the same manner as Young, Browne has a haunting, intense way with words and music, keeping himself mostly "soft" rock but stirring vibrant, powerful images with his lyrics. "Rock Me on the Water" calls to mind Armageddon in action, a gospel flavored compassion which conveys beautifully the inescapable sense of urgency to find its home in our world. "You're lost inside your houses" Browne laments, and not only is he right but he can bring the message to the surface and not fall flat on his face in the transition. "Song For Adam" evokes a different kind of mood. The theme centers itself on the sudden death of a friend ("still it seems he stopped his singing in the middle of his song"), but the substance of the song concerns what's going on in the mind of the author. With only an acoustic guitar and a viola behind him, Browne captures a short, wandering moment in someone's life and he does it well.

On many tracks, Browne reveals something of an uneasiness in his vocalizing, something the presence of many stellar-quality personnel does not eradicate. The latter is for the greater part a positive quality though it seems as if Browne might be swallowed up in such good company. David Crosby and Graham Nash sing their usual whining harmonies in the background of one track, but by that time, Browne has sung the greater measure of the song, and damage is minimal. By helping to introduce Jackson Browne, Crosby has furthered a notriety of a kind. His role here, and the fact that he produced Joni Mitchell's first album just might be the things he'll be remembered for. Who knows.

THE COMMUNITY COLLEGE RADIO STATION WIDS

Staged its first broadcast in November, 1970. When it took over from the old station, WCCP, it not only changed the name, it changed the format and goals of the station. For the past two semesters, WIDS has been producing its programs with diversity in mind. From folk music to cosmic jazz, from progressive soul to the "Remember Then" program, the music is aimed at the individual. Whatever your taste in music is, you'll probably hear it on WIDS Radio.

For the students who are just beginning here, and for those who have heard the broadcast but don't know when their music is playing, we have included a broadcast schedule:

MONDAY

9:05 - 12:20	VALERIE HENION	(Folk)
12:20 - 2:30	DAVE HARRIS	(Classical)
2:30 - 5:00	BILL MOORE	(Progressive Jazz)

TUESDAY

9:05 - 10:10	JAMIE THORSEN	(Progressive Jazz)
10:10 - 11:15	GREG JACKSON	(Cosmic Jazz)
11:15 - 12:20	JAMIE THORSEN	(Progressive Rock)
12:20 - 1:25	KENNY ELLIS	(Progressive Rock)
1:25 - 2:30	ALEXANDER BRUCE	(Hard Rock)
2:30 - 3:35	KENNY ELLIS	(Progressive Rock)
3:35 - 5:00	BILL MOORE	(Progressive Jazz)

WEDNESDAY

9:05 - 11:15	JAMIE THORSEN	(Progressive Rock)
11:15 - 1:25	GREG JACKSON	(Cosmic Jazz)
1:25 - 2:30	ALEXANDER BRUCE	(Hard Rock)
2:30 - 5:00	TOBACCO	(Progressive Soul)

THURSDAY

9:05 - 10:10	FAITH	(Underground)
10:10 - 12:20	TOBACCO	(Progressive Soul)
12:20 - 1:25	VALERIE HENION	(Folk)
1:25 - 2:30	ALEXANDER BRUCE	(Hard Rock)
2:30 - 3:35	FAITH	(Folk)
3:35 - 5:00	DAVE HARRIS	(Progressive Rock)

FRIDAY

9:05 - 10:10	FAITH	(Underground)
10:10 - 11:15	VALERIE HENION	(Folk)
11:15 - 12:20	ROB RICHARDS	("Remember Then")
12:20 - 2:30	TAPED SPECIAL	(The Virgil Dolton Show)
2:30 - 3:35	TOBACCO	(Progressive Soul)

If you have any comment, questions, or opinions concerning WIDS Radio, stop by. The studio is in the lower annex, just off the lounge. LO 9-3680, Ext. 442.

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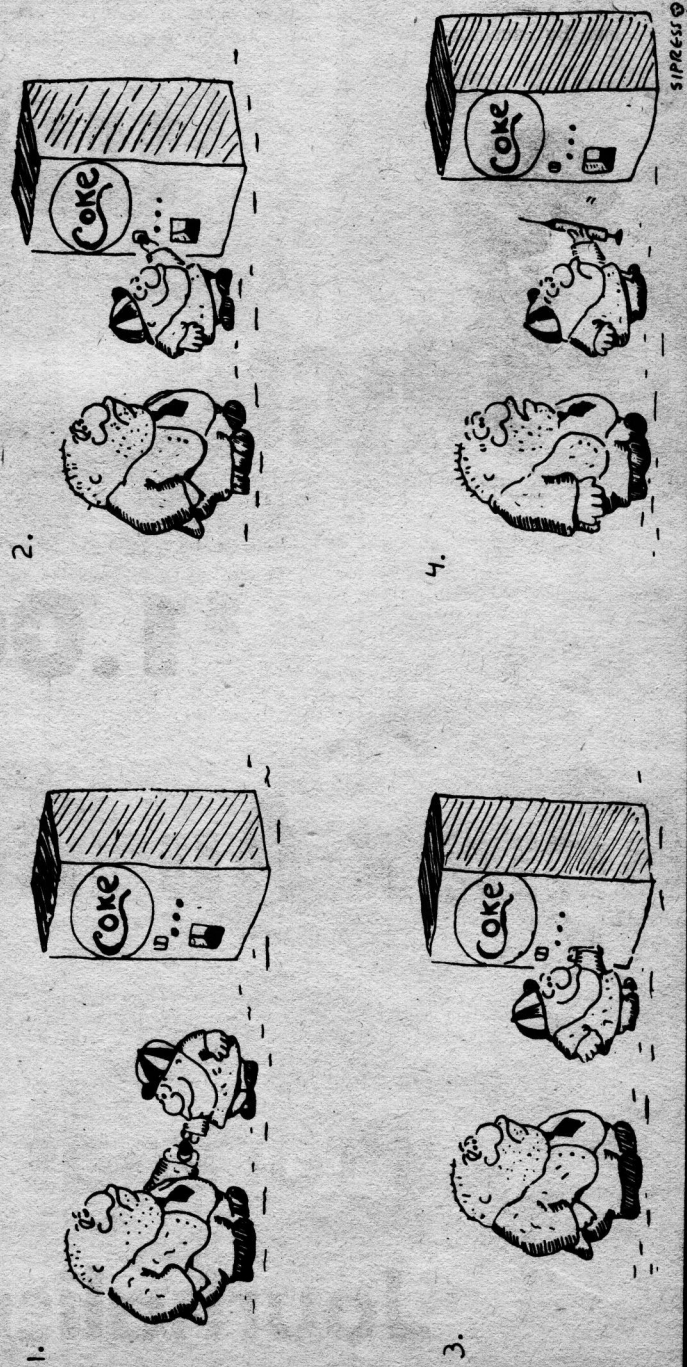
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TONIGHT, MARCH 3, 8:30 P.M.

\$1.00 Admission

Annex Auditorium, 34 S. 11th ST.

**Proceeds Will Go Towards A
Journalism Scholarship Fund**

SPORTS

MEN'S BASKETBALL

The season ended in frustration Saturday as Community lost its fourth game in a row to Lehigh 70-67, in the final seconds.

After winning close games against Bucks and Montgomery to keep CCP in the running for the conference lead; a loss to the leader Luzerne seemed to bring the confidence of the team down to its lowest all season.

But it did not take long to get up for the Goldey Beacom game a week later because of the treatment the CCP fans and players received the first time we played them.

Goldey Beacom was too much as they jumped out to a 15 point lead in the first half. But the team would not let as they came in the second half but victory walked away with the clock as one of the Goldey players called the time keeper a cheater and he walked off the court with the clock reading 36 to play and the score 90-72.

Joe Evanosich had 18 points Vince DeLuca 17, Jim Stuchko 16, Tim Rudy

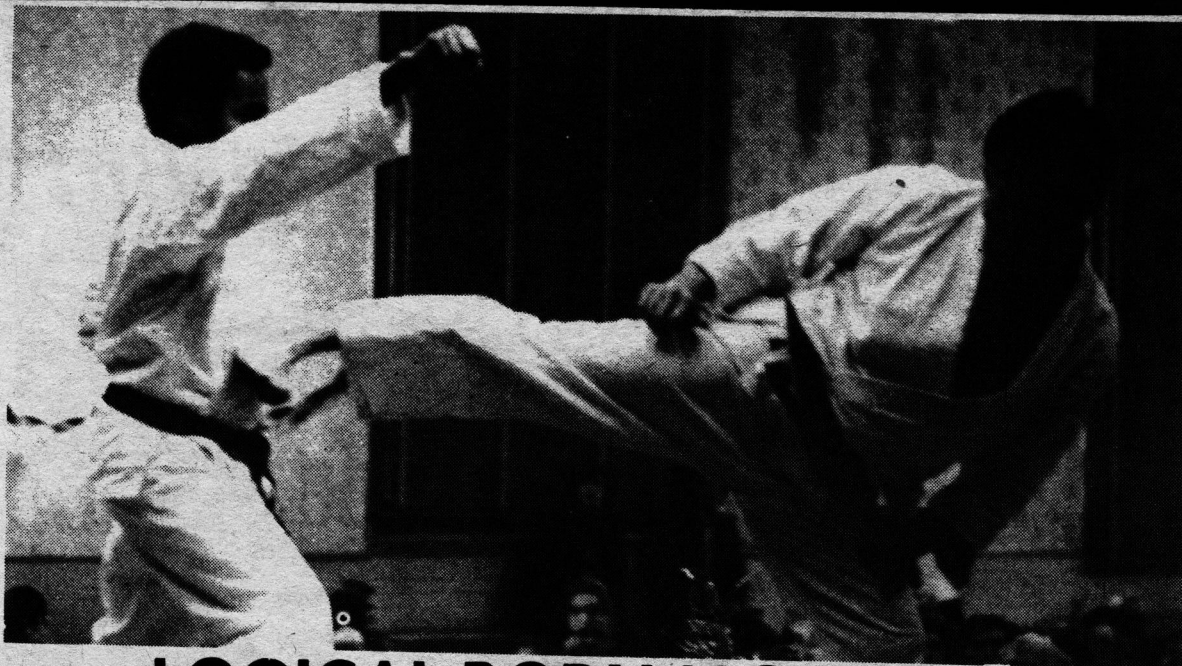
12, and George Trenich 10 points each when the game was halted.

Against Delaware the team came from behind twice in each half to within two points only to be blown out by the taller Delaware inside. This height advantage of the opposing teams again beat Community this time.

After a long bus trip to play Lehigh, the final score only made the return trip longer as Community lost their fourth game in a row, 70-67.

This game was not a mismatch because Lehigh lacked the height other teams had against us. The entire game was back and fourth with Lehigh taking a 5 point lead halfway through both periods.

With seconds left the refs gave the game to Lehigh when they said Tim Rudy (11 points) traveled on an obvious foul by a Lehigh player. A technical foul on CCP for calling a time-out when none were left only improved the winning margin.



LOGICAL BODY MOTION

At the invitation of the Athletic Department, Mr. Okazaki and members of the Association, Ron Johnson, Wayne Gaskins, Massanoble Nehei, James Clanton, and John McClary came to demonstrate to students and anyone interested what Karate really is.

Mr. Okazaki being 7th Dan black belt was able to show an interested audience of 200 last Friday what Karate is.

Karate is basically Self-Defense, and the moves are learned to coordinate ones timing, and speed, which are the main points of Karate. After a demonstration of some moves and answering questions, Mr. Okazaki told the audience that Karate is a form of body art like dancing. It is in no way related to what is seen on T.V. or in the movies where "James Bond" knocks

out anyone with a single blow to the base of the head.

Karate is not the art of breaking bricks, sticks or opening locked doors. Karate is body motion with logical thought to motivate the motion.

Anyone interested in Karate can sign up at the Athletic Office in the Academic Annex, or call Mr. Okazaki BA 2-9382 or BA 2-5109.

THE THIRD EAR COFFE HOUSE

Echelon Mall, N.J., presents March 2, 3, & 4

Experimentation in Lewis Carroll's

"ALICE IN WONDERLAND"

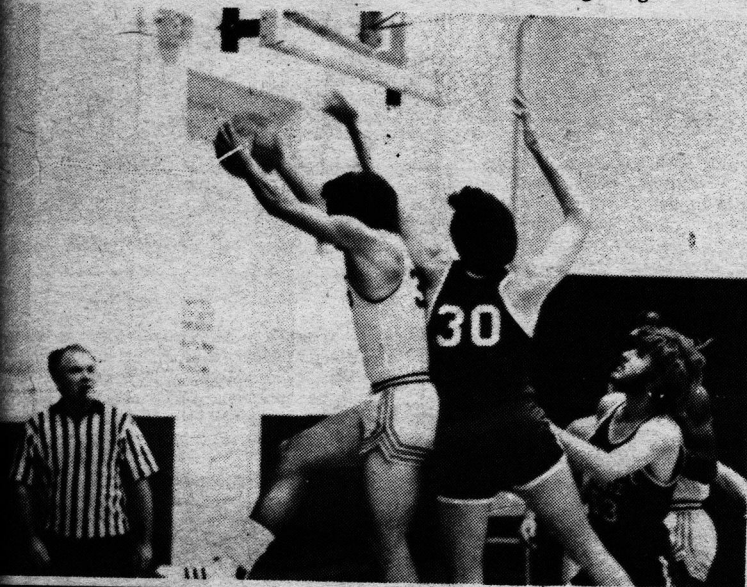
(Under the Direction of Mike Whelan)

WITHIN THE SCHOOL OF GRATOWSKY PLUS OTHER FEATURES & IMPROVISATIONS

Presented by "Experimental Productions Ltd." (A Newly Formed Resident Group Based at the THIRD EAR)

ADM. 50¢ • TIME-7:30 P.M.

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THOMAS JEFFERSON UNIVERSITY PRESENTS

Senior Life Saving course now forming. Sign up at the Issue Counter or call 829-7949.

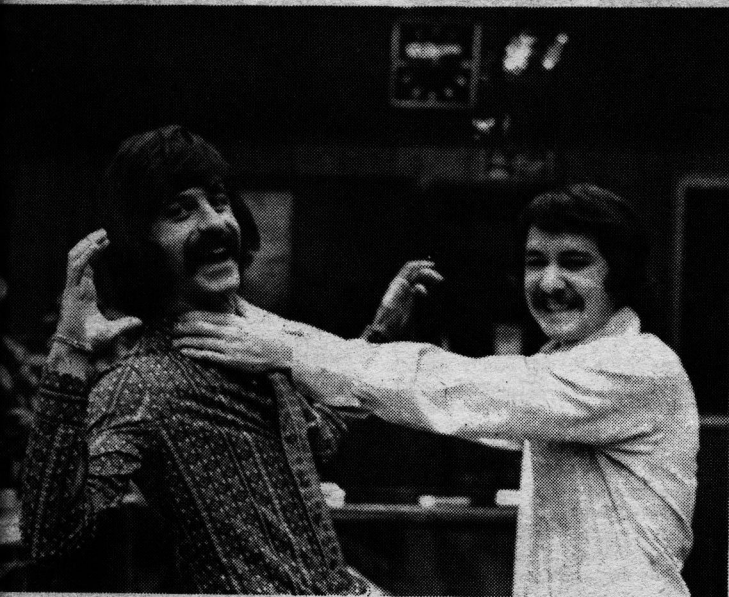
Course begins Monday, March 13th, 1972. This is a seven (7) week course meeting every Monday, (6:00 - 9:00 P.M.) thru April 24th.

INSTRUCTOR: Scott Lampert
Course FEE: Thomas Jefferson University Common's Members FREE. Non-Jefferson *10.00. Jefferson Non-Common's Members *10.00.

"MY JEWEL SHOP"

104 S. 13th ST.
732-3880

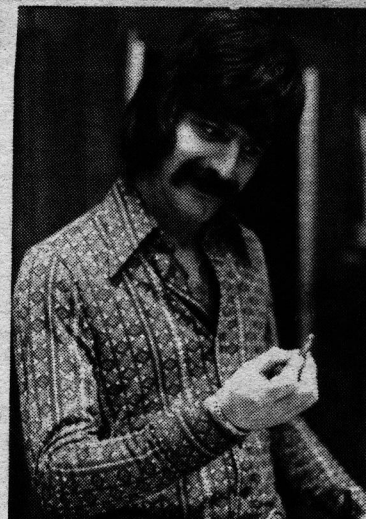
Show Richie, Murray, or Elliot your C.C.P. I.D. card and they will show a 10% discount on anything you buy.



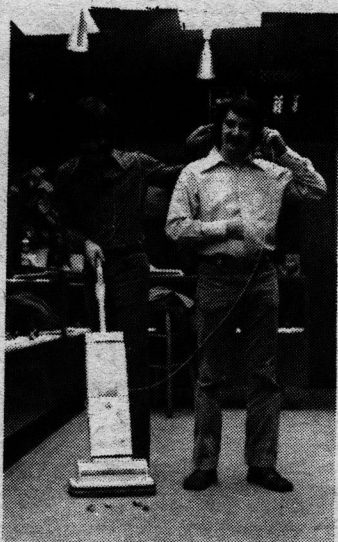
Sometimes Richie gives too good a deal.



Our rings are untouched by human hands.



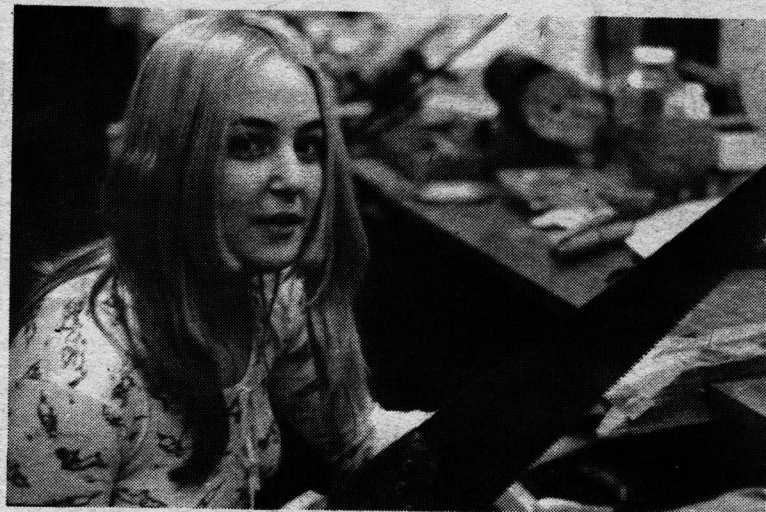
Who was that masked man?



Elliott helps to supply power to Richie for polishing some rings.



at Richie give YOU a good deal.



Meet Debbie, our expert Silversmith.

My Jewel Shop, in a short matter of months has become known as 'THE' place to go for ultra modern and contemporary styled jewelry. Today is a time of wonderful change for all things smiling and beautiful. Why not come down and discover the images of today's love. The sentiment's still the same, just the shape is different. (But what a difference!)

IT'S THEIR TURN TO TALK—

Community College Students Can't Help But Care

By JUDE DIPPOLD
Tribune-Review Staff Writer

Westmoreland County Community College is comprised of dozens of huge white trailers stacked on cement block piers in neat, military rows along the periphery of Norwin Senior High School.

It is not uncommon during severe windstorms for one or more of the trailers to be blown off its foundation. Heating failures are more common than windstorms, "down the hall" is literally "outside" and the ping-pong table in the student lounge fills the already cramped facility.

These inconveniences might be enough to discourage most people, but to the school's nearly 2,000 students they are simply a way of life. A temporary inconvenience at most.

If there is anything about Westmoreland County Community College that is not on a makeshift basis it is the student body. Despite windstorms and cramped quarters, 1,042 of them are enrolled in one of the college's curriculum programs that range from Law Enforcement to Traffic Management. Nearly 1,000 others are enrolled in the continuing education program. Curriculum or continuing education, they are dead serious about getting an education, particularly about getting it at Westmoreland County College.

Their seriousness shows in many ways, often in unexpected places.

In stark contrast to a brilliant psychedelic poster on the student lounge wall is another poster lacking the color of the former, but, with its crude lettering, displaying the true spirit of the school's student body:

SAVE WCCC

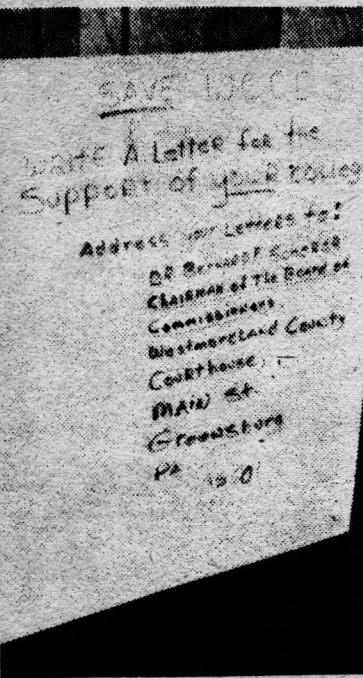
Write a letter for the
Support of YOUR college.

The poster goes on to ask the student body to send their letters to Dr. Bernard Scherer, Chairman of the Westmoreland County Board of Commissioners.

"That poster is definitely pre-Christmas," one student explains.

Another glance at the wall confirms the student body's awareness of political realities in Westmoreland County.

Next to the poster is another item — a tattered news clipping, a picture of Mrs. Dorothy Shope, right hand raised, taking her oath of office as a Westmoreland County Commissioner. A closer inspection reveals more — a crudely drawn mustache disfigures the photographic likeness of the county's first female elected commissioner.



'That sign is definitely pre-Christmas.'

Dr. Scherer is gone now and with James R. Kelley's subsequent demise into virtual political impotence upon the ascendancy of Mrs. Shope and her Republican political ally, Robert Shirey, the students realize that their school could face "tough times."

Months after Mrs. Shope rode the issue of the community college into the



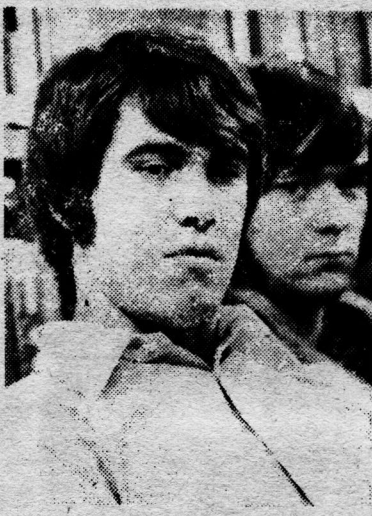
'We Could Have Had 150 People Here'

courthouse, a cross section of the college's student body gathered in the school's library to talk with The Tribune-Review about themselves and their school.

The library trailer was crowded. A table had to be moved out to accommodate everyone. Chairs were passed from hand to hand overhead. The main sitting area was filled. Other students wedged themselves between the stacks of books.

"We could have had 150 people here," one student shouted over the din of the moving furniture.

Students drifted in and out of the discussion, some of them cutting class so they could have their say in the matter of the community college — their school.



'I just wish she'd come and talk to us before doing anything.'

Everyone else has had their say on the subject — especially the politicians and now finally it is the students' turn. They know what they are about.

Commenting on Mrs. Shope's frequent references to a referendum on the issue of the community college as well as subsequent talk of cutting back on the college's original plans to create a permanent campus on the Donohue Road, east of Greensburg, the students made it very clear that they are not at a loss for a plan of action.

"If it comes to that we are ready to go out into the townships, towns . . . the whole county. We'll go door-to-door trying to explain what the community college is all about," says Rich DePree, the intense but soft-spoken student government president. "We already have the areas divided." Rich pauses a moment, leans back in his chair and continues. "I just wish she'd come and talk to us before doing anything. We're thinking of inviting her down here to talk with us . . . only we are afraid somebody will say something and she'll take offense."

Feelings throughout the student body on Mrs. Shope's various positions on the community college — from her attempts at a referendum to a more recent successful attempt to get the county to reconsider a grant of land for

a permanent campus—run high.

Rich is obviously aware of the dangers of a face-to-face confrontation between an irate student and the outspoken Mrs. Shope. "We don't want to do anything halfway, anything that will make the school look bad. When we get it all together, then we will make our move."

There is every indication that whenever Rich decides to set his troops on a course of action they will be surprisingly well armed. The students' ability to come up with facts and figures is amazing — so impressive that it may well duplicate or surpass—Mrs. Shope's own vaunted ability in that regard.

The students' most basic argument for continuation of the community college's program, like Mrs. Shope's argument against, is economic.

Colleen Fleming, a Latrobe liberal arts major — a portion of the community college program much blasted by its critics because of the availability of liberal arts programs at Seton Hill, St. Vincent and the Pitt Greensburg Campus — readily destroys the argument against the college's liberal arts program and the cost argument in general.

"The taxpayers would be crazy to let the school be put out. Where else can you get the first two years of your college education at one-third the cost."

While Colleen's question at this time is rhetorical, one can imagine her, disarmingly standing in someone's door asking it. What possible answer is there to the community college's \$13.75 per credit tuition costs? St. Vincent, Seton Hill or Pitt's tuition costs per credit run \$54.00, \$50.00 and \$35.00 respectively.

Walter Matesic, a Derry Township liberal arts major, is living proof of Colleen's argument. Walt was accepted at St. Vincent College; but " . . . when it came time to go, I realized that it would cost more than I had saved up."



'When my father heard . . . he was on top of the world.'

Randy Clayton, the fourth son in a Derry Township family of eleven majoring in welding technology, epitomizes the students' economic arguments. "No one in my family before me could afford to go to school. Because of the community

college, I was the first one. When my father heard that there was a school I could go to, he was on top of the world."

Watching Randy talk of his father's joy, it is hard to tell if the father could be as happy for his son, as the son so obviously is for his father. Randy is black. School means a lot.

There are other arguments in favor of the community college. Beth Letterle is one of them.

Fetching Smile

Beth, a liberal arts major from Jeannette whose deep brown eyes and fetching smile saw her elected campus queen, adds perhaps more significant proof of the community college's value and uniqueness.

Brushing her long dark hair aside, Beth tells how she tried to get into a four-year school and was refused because of poor grades. "I slopped off during my first three years in high school," she explains sheepishly.

Westmoreland Community College with its unique "open door" admissions policy refuses admission to no high school graduate. Beth estimates that her chances of transferring to a four-year school after completing her first two years at the community college are "good because the community college gave me a chance."



' . . . the community college gave me a chance.'

Students like Beth and Randy are not exceptions. There are hundreds more like them enrolled in the college, students like Darlene Sauers from Trafford, Jim Gaudy of Arnold and Jack Hauser of Monessen — all of whom know the frustrations of car pools, evening classes and shared facilities.

While they all look forward to the day when the community college has a home of its own, they put up with the temporary inconveniences because, in one way or another, the community college meets their particular needs.

There is another side to the community college that students like John Imbrogno, a Vietnam veteran from Monessen, are quick to cite. "The community college has proved its purpose," John opines. "It's keeping people in this area."

Recycled Money

Walt Matesic, a veteran himself, jumps back into the conversation. "Not only that. It is keeping money in the county. If we couldn't go here, we would be forced to go to a school like this somewhere out of the county. In that case the money we spent for our education would be spent outside the county. This way it recycles its way through the area economy."

In fact, the community college is giving rise to a whole breed of service industries which the students are convinced Westmoreland County needs if it is to become anything other than a "death valley."

"It's the only school around that offers welding technology," claims John Prokopovitch, another of the college's many veterans.

Maurice Brea, a welding technology major from West Newton, nods his head in agreement with John and chimes in,

"I didn't want an academic career, I like to work with my hands." A former high school football player, Maurice still uses his hands well according to his fellow students — in the college's intramural football program.



'I like to work with my hands.'

Everyone has a plug for his own specialty and Bob Filander, a Belle Vernon transportation technology major, is no exception. "Why did I get into transportation?" He incredulously repeats the question put to him, then answers.

"Transportation is a growing field in this area . . . our transportation problems are becoming increasingly serious . . . it's the field to get into."

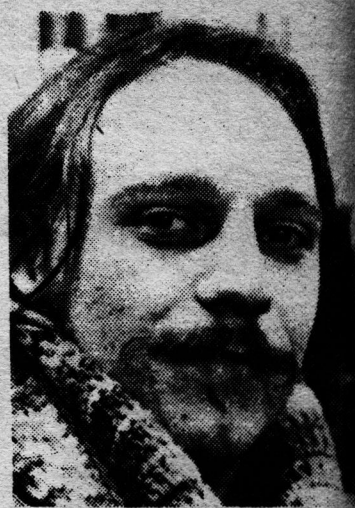
Bob Looks Smug

Less than a half mile down the hill Route 30 strangles with its late afternoon traffic load. Bob looks smug.

Bob works in construction to pay his tuition. Many students work to meet expenses.

Dave Mayger of Greensburg, who works full time at Westmoreland Manor, doubles as the school's resident con artist when he isn't hitting the books. He could probably successfully "put on" Joe Namath if he half tried. Mugging for The Tribune-Review photographer, Dave simultaneously explains how he feels about the college.

"Dorothy (Shope) really ticks me off. I wanted to do or say something to help the college, but I was afraid because all the jobs at the Manor are politically controlled. I ended up talking it over with Sandy Fleming (co-ordinator of student affairs at the college). We organized the students. Now a whole bunch of us go up to the Manor on the second Saturday of each month to visit the patients. I don't know if that's helping the college, but . . . have you ever been up there and seen those people. It's a shame."



'I wanted to do or say something to help the college.'

The discussion breaks off. Dave wraps his long scarf around his neck and heads out of the trailer to class, his long hair blowing in the wind. The rest of the students follow, passing a sign which hangs in any number of the trailers at their school.

It's a simple sign:
All the flowers
of all the tomorrows
are in the seeds of today.

Vietnam Veterans Against The War

Philadelphia will host a political trial this month.

23 men and 2 women, members and supporters of Viet Nam Veterans Against the War, will be tried on charges stemming from their Christmas peace offensive, "Operation Peace on Earth."

The 25 took over the Betsy Ross house on the morning of December 27. This was one of several V.V.A.W. actions over Christmas season which were aimed at Historical Monuments. The Statue of Liberty, Fannell Hall in Boston, and the Lincoln Memorial were also targets.

These veterans, who made history in Viet Nam, have a deep feeling for the history of this country. They see the U.S. policy in Southeast Asia as contrary to the aims of our Founding Fathers. The Vets staged these events to provide a platform for carrying the message of the revolution, that is, "... life, liberty and the pursuit of happiness."

The trial of the 25 will take place on March 13 at 9:00 a.m. in room 275 of City Hall. They will have come from Michigan, New York, Ohio, New Jersey, and Pennsylvania. They welcome supporters who will join them in the struggle to end the murder being perpetrated against the Vietnamese people by the U.S.

JSU NEWS

A newly formed branch of Hillel called the Daughters of Israel was inaugurated yesterday. It is a group of thirty Jewish girls who are interested in learning and discussing the role of the Jewish woman, in her home, and in the community. The organization is open to all religions and races but the organization is for women only.

The group's president, Vicki Markovitz wants the group to have "open discussion to give women a more definite role in today's Jewish society. Since this is a brand new organization all sincere suggestions are welcome.

The future looks bright for these girls, and to get more people aware of the organization and what they will do, a dance has been planned. If everything goes as planned there will also be a series of lectures, discussion, and some movies pertaining to the women's role in the Jewish society.

This is a unique organization that can only survive with your help. If you are a young lady and feel you want to contribute something, or you feel that books aren't everything there is to college, come to our meetings on Tuesday at 11:15 in room 511-A. It may be just what you're looking for.

COMMUNITY COLLEGE OF PHILADELPHIA BOARD OF TRUSTEES STATEMENT ON STUDENT ACTIVITIES

I. STUDENT ACTIVITIES AS A MEANS OF FULFILLING THE PURPOSE OF COMMUNITY COLLEGE OF PHILADELPHIA

The purpose of Community College of Philadelphia is to provide for its several constituencies an institution of higher education having the necessary physical apparatus and professional instruction to create those educational experiences which will discipline the intellectual capacities and advance the vocational skills of students. The most common places in which these educational experiences occur are the lecture halls, seminar rooms and laboratories that are normally under the professional guidance of a teacher trained in the subject being offered. However, the learning experiences outside the classroom have long been regarded as a significant part of the total educational program. The Board of Trustees retains the services of administrators and teachers whose professional commitment is to provide these educational experiences for students.

II. THE OBJECTIVE OF A STUDENT ACTIVITIES PROGRAM AT C.C.P.

The Board of Trustees recognizes the educational, cultural, social and recreational values of what is commonly known as the "extra-curriculum." In establishing the total educational program at Community College of Philadelphia it has instructed the administration to ensure a variety of activities designed to meet the needs and interests of students outside the classroom. These should include activities which are clearly supplemental to classroom work, such as language clubs, professional organizations, and other associations clearly related to curricula or courses. Also included should be lectures, film series, concerts, art exhibits and similar activities designed to expose students to new types of experiences and ideas. Community resources in these areas should be used to the fullest possible extent. Activities which foster creativity, participation and self-expression such as publications, choral and orchestral music, drama, intramural and intercollegiate athletics, and effective student government, should be the major thrust of the student activities program.

The Board of Trustees further recognizes that many programs are spontaneous and many of the best programs are student originated. The Board counsels its administrators to cooperate with students and faculty in the development of such programs.

In order to maximize the educational effectiveness of these programs experienced advisers, coaches and moderators should be provided. Whenever possible these should be selected from the professional staff of the college.

III. FUNDING

Activities shall be funded from monies collected by the College as part of its regular charges to all students and from the profits from sources such as the Bookstore and food service.

The responsible administrator should make every effort to include students in the planning and budgeting for these activities, working toward a goal of maximum student authority and responsibility within the limits of sound educational and fiscal practice.

IV. USE OF THE NAME—COMMUNITY COLLEGE OF PHILADELPHIA—IMPLYING SPONSORSHIP

The Community College of Philadelphia is a publicly owned institution of higher education established under the enabling legislation of 1963 as amended. Thus, the Community College of Philadelphia must remain responsive to several constituencies that lay claim to its service and purport to speak in its behalf. The Board of Trustees has the essential task of safeguarding the rights of all these constituencies with respect to the Community College of Philadelphia. In this context the Board recognizes that student and faculty activities are not all formally recognized by the College. Indeed, the Board actively desires the freedom and spontaneity which has characterized these programs in the past to continue unabated. Because there is always a question of liability attached to such matters, the Board reserves to itself, the right to review where any such activity appears to bring the good name of the College into jeopardy.

classified ads

FREE CLASSIFIEDS TO ALL STUDENTS AND MEMBERS OF THE COLLEGE

* CERAMIC CLASSES

Chestnut Hill-Germantown Area. 15-Wk. Course, 3 Hrs. Every Tuesday Night, Starting April 11th.
For Information Call:
R. T. Ceramic Classes, 279-1707
*Price: \$2.00/lesson.
Also Includes All Points & Instructions Necessary.

FOR SALE—FREE!! Space in the Communicator to publish any literary work you want. For more info come to the Communicator Office on the second floor of the Annex.

WANTED Private Tutoring for Accounting. Either in CCP or At Individuals' Private Home. Apply to Room 207.

YASHICA LYNX 3000E

ELECTRIC CAMERA
FOR SALE
With Built In Light Meter
\$50.00
Call RA 2-5207 or stop down at WIDS, Room 131 in the Lower Annex—ASK FOR LARRY.

MASS DURING LENT

Tuesday, 3/7/72, R. 522, Time 11:15
Tuesday, 3/14/72, R. 522, Time 11:15
Tuesday, 3/21/72, R. 522, Time 11:15
Tuesday, 3/28/72, R. 522, Time 11:15
Sponsored by the Newman Club

I am trying to start a club for the college age collector. INTERESTED???? If you collect postage stamps, coins, match covers, postcards, or any other type collection, you're invited to join. If you would like to help form this club or just become a member, write. Include your name, address, phone, collecting interests, and school attending. Write to P.O. Box 1493, Phila., Pa., or call 324-6976 leaving your name and phone no.

The Black Student League of Community College of Philadelphia wishes to announce the 1st in a series of Culture Awareness Programs to be presented by the BSL.

Pharoah Sanders and his ensemble will appear for one show only along with the KIBURI EUSI dance ensemble in concert. The show will be presented Saturday, March 11th, 1972 at 8 p.m. in the Academic Annex of CCP, 34 South 11th Street. Tickets will be on sale at the Student Activity office of CCP at 34 S. 11th Street and John Wanamakers ticket office at 13th and Market Street. Cost of tickets \$3.00.

All proceeds will benefit the Black Students League's Scholarship Fund.

For Further information contact the Black Student League office, LO 9-3680, ext. 392.



50,000 JOBS

SUMMER EMPLOYMENT CAREER OPPORTUNITY PROGRAMS

The National Agency of Student Employment Has Recently Completed A Nationwide Research Program Of Jobs Available To College Students And Graduates During 1972. Catalogs Which Fully Describe These Employment Positions May Be Obtained As Follows:

- () Catalog of Summer and Career Positions Available Throughout the United States in Resort Areas, National Corporations, and Regional Employment Centers. Price \$3.00.
- () Foreign Job Information Catalog Listing Over 1,000 Employment Positions Available in Many Foreign Countries. Price \$3.00.
- () SPECIAL: Both of the Above Combined Catalogs With A Recommended Job Assignment To Be Selected For You. Please State Your Interests. Price \$6.00.

National Agency of Student Employment
Student Services Division,
#35 Erkenbrecher,
Cincinnati, Ohio 45220

CULTURAL ACTIVITIES

presented by
THE OFFICE OF STUDENT ACTIVITIES

of COMMUNITY COLLEGE OF PHILADELPHIA

FILMS

Tuesday, March 7th, at 7:30 p.m., and Wednesday, March 8th, at 11:15, 3:35, and 7:30.

Katherine Hepburn and Spencer Tracy in "THE AFRICAN QUEEN".

Wednesday, March 15th, at 11:15, 3:35, and 7:30, and Thursday, March 16th, at 7:30.

"A MAN CALLED HORSE", with Richard Harris.

Wednesday, March 22nd, at 11:15, 3:35, and 7:30, and Thursday, March 23rd, at 7:30.

Two Bergman specials—"THE MAGICIAN" and "THE SEVENTH SEAL".

CONCERTS

Monday, March 6th, at 8:00 p.m.

An Evening of 20th Century Classical Music with Stuart Dempster, Irwin Eisenberg and Robert and Elizabeth Suderburg. The Music of Bartok, Johnston, Robert Suderburg, Erickson and Benshoof.

Tuesday, March 14th, at 8:00 p.m.

The Philadelphia Musical Academy's award-winning Big Jazz Band, under the direction of Evan Salat.

Thursday, March 23rd, at 3:35 p.m.

Piano recital by former faculty member, Gary Goldschneider. Bach's "Goldberg Variations" and Mussorgsky's "Pictures at an Exhibition".

LECTURES

Thursday, March 16th, at 3:35 p.m.

Granville Sewell, Associate Professor of Environmental Health at Columbia University. Topic: Population, Technology, and Survival.

Tuesday, March 21st, at 8:00 p.m.

Nationally syndicated columnist, Jack Anderson. Topic: The Anderson Papers and/or a current topic.

DANCE

Tuesday, March 7th, at 11:15 a.m.

A Dance Workshop with "GROUP MOTION".

All events are free and open to the public.
All events will be held in the auditorium of the Academic Annex.



SUGARLOAF—3 LUMPS IN YOUR COFFEE AND STIR

Temple University's Conference Center, Sugarloaf, at Germantown Ave. and Bells Mill Rd., was the scene of a C.C.P. first, last weekend.

For the first time, Administrators, Faculty, and Students forgot the roles that they are forced to play and sat down and aired their grievances.

Sponsored by the Newman Club and under the direction of Fr. Tom Halloran, Max Eirich, former chaplain at C.C.P., H. Brent Blundin who is faculty advisor of the Newman Club, and Marty Bennett, a Maryknoll priest, the C.C.P. Leadership Conference took root.

The purpose of this conference was to provide an opportunity for members of the college family to forgo their roles and unite as a community to see where ideas and goals differed. It seems that most of the ideas and goals were the same, only their bringing about was different.

Friday night to relax the tension, the roles of Administration, Faculty and Students were reversed. Students were acting the parts of Faculty and

Administration, and Administrators were acting the parts of Students and Faculty. This "game" was structured to reverse the present way of thinking and to come up with a new slant on the "game" we play here everyday.

On Saturday morning and afternoon groups of 1 Administrator, 1 member of the Faculty and 1 student, were chosen to discuss the topic of what a community college should be. Ironically, it seemed everyone had the same ideas and goals. Community colleges should reach the community by satellite campuses where anyone can come—where minds can collide—and form new ideas.

On Saturday night the groups broke down to specific gripes to form specific solutions.

Sunday everyone met to draw conclusions which may help to change the stagnant atmosphere at this institution.

Will the atmosphere here be changed or will this be just another session where a lot of ideas are brought about only to dissipate. Only time will tell.

The Communicator

VOL. VII, NO. 3

3, MARCH, 1972

On Monday, March 6 at 8:00 p.m., the Contemporary Music Group of the University of Washington will present "An Evening of 20th Century Classical Music" featuring works by Bela Bartok, Ben Johnston, Robert Suderburg, Robert Erickson, and Kenneth Benshoof.

The group includes: pianist, composer, co-director and co-founder Robert Suderburg, who is presently a visiting professor at Brooklyn College. He was previously associated with the Philadelphia Musical Academy, the University of Pennsylvania, and Bryn Mawr College, and his compositions have been presented throughout the world. The Philadelphia Orchestra will perform his Orchestra Music I in December.

Trombonist Stuart Dempster is artist-in-residence at the University of Illinois, on leave from the University of Washington, and was formerly principal trombonist with the Oakland Symphony. He has toured the United States and Europe performing works written for him by composers such as Ernst Krenek, Luciano Berio, Robert Erickson, and Ben Johnston.

Elizabeth Suderburg, soprano, has appeared extensively in Philadelphia, and has toured the United States and Europe performing works by George Rochberg, George Crumb, William O. Smith, and others, written for her.

The violinist, Irwin Eisenberg, is with the Philadelphia String Quartet and the Contemporary Chamber Music Society, and has been with the Philadelphia Orchestra. He is the founder of the Coffee Concerts.

The Group Motion Dance Workshop will be featured on Tuesday, March 7 at 11:15 a.m. in a workshop in the round. Eight dancers will create an atmosphere for audience participation.

This Philadelphia-based group has danced at Jacob's Pillow Dance Festival, Antioch College, the University of Pennsylvania, Swarthmore College, the Civic Center, and New York University.



From left, P. McLaughlin, Allen Bonnell, and Bob Braunstein, discuss their image of Community College.